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ABSTRACT

In an effort to provide decision makers with a current and future picture of the nation's community colleges, a survey was conducted to gather the perceptions of administrators nationwide regarding current status and trends. The survey instrument contained five separate questionnaires, directed to the college officers responsible for research and planning, academic affairs, financial aid, business affairs, and the office of the president. The questionnaire was mailed to 235 college presidents in October 1987, resulting in a final sample of 129 surveys from technical junior and community colleges in 38 states. Study findings included the following: (1) 36% of the sample institutions enrolled fewer than 1,000 students, while 38.8% enrolled between 1,000 and 4,999; (2) for the research and planning sub-questionnaire, 63% of respondents typified the economic climate to be poor, while over 75% of the sample forecast positive changes in their economic climates due to increasing tax bases and diversified economic bases; (3) other shifts identified by planners included increases in older students, minority students, female students, and part-time students; (4) 28.5% of responding business officers believed that the relative contributions or mix of funding sources would change; and (5) responding college presidents echoed the shifts identified by planners, while 69% gave their institution a rating of 8, 9, or 10 out of 10 in terms of adaptability. Contains data tables and responses to open-ended questions. (KP)

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ED 374 852

Economic, Political and Social Trends in Community Colleges: Implications for Strategic Planning

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August, 1991

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This report is based on a national survey of administrators at 129 technical, junior and community colleges located in 38 states. It displays a current and future picture of community colleges intended to aid decision makers in formulating policy and decisions related to strategic planning. The questionnaire used to collect the data was designed while the writer was scholar-in-residence at the American Association of Community and Junior Colleges during the academic year 1986-1987, and the project was supported through a research grant from the AACC.

To collect accurate and timely information on key administrators' perceptions of the current and future state of community and junior colleges, a questionnaire was designed in which top administrators were asked to supply data and make comments within their specific areas of expertise. To draw these key personnel into the research process, the survey instrument was constructed to contain 5 internal questionnaires. Each of the 5 internal questionnaires was directed to a college officer having a specific area of responsibility: (1) research and planning, (2) academic affairs, (3) financial aid, (4) business affairs, and (5) the office of the president. To maximize the chance that each of the designated college administrative officers would fill out their respective sections, a letter from the Vice President of Communications for the American Association of Community and Junior Colleges accompanied the questionnaire. A letter was addressed to the presidents of the community colleges selected for the study and requested that they not only complete their section but, also facilitate the completion of the other parts by passing the research instrument on to the administrators concerned with research and planning, academic affairs, financial aid and business affairs accompanied by a verbal or written message asking the others to complete their sections in a concise and timely fashion.

To build the sample base, the names and addresses of two hundred and thirty-five community colleges together with the names of their chief executive officers were drawn in a random fashion from the current files of the American Association of Community and Junior Colleges. After subtracting out multi-campus situations where all top administrative personnel were housed in one location, this sample was approximately 20% of the 1,222 community, junior and technical college listed by the AACJC. The questionnaires, letters to the presidents, and return envelopes addressed to the AACJC were mailed directly to the 235 presidents during the last week of October, 1987 with a February 15, 1988, cutoff date for accepting completed questionnaires. One hundred twenty-nine returned questionnaires were edited, dictionaries of responses compiled for the open-end questions, a codebook established for both open and close end questions, and the data processed via SPSSX. This study reports on the contingency and open-end questions of the survey sample of 129 colleges, and where there are contingency questions that reduce the number of those responding to the next question are indicated on the corresponding table. All tables are computed using the 129 base.

THE SAMPLE

The final sample was quite representative of community colleges. As can be seen in TABLE 1, 36.4% of the institutions in the survey enrolled fewer than 1,000 students; 38.8% between 1,000 and 4,999; 8.6% between 5,000-10,000; 5.5% between 10,000-14,999; and 1.6% of the schools had a full-time enrollment of over 15,000. Asked, in Question 1, whether their campus was in an urban, suburban, or rural setting, 47.3% responded "rural", 20.2% "suburban", 20.2% "urban", and 4.7%some combination of the above categories. Asked in Question 2 about the area surrounding the campus, 63% responded "residential", 45.7% agricultural, 41% retail/commercial; and 26.4% industrial. Within the 129 community college service areas, the five principal types of commercial activities were, from Question 3: Durable goods manufacturing, 45.3%; service industry, 40.3%; retail trade, 39.5%; nondurable goods manufacturing, 34%; and agriculture, 33.3%.

ANALYSIS

I. RESEARCH AND PLANNING OFFICER SECTION

Population Changes in the Service Areas

Over one-half of the administrators queried in the study anticipated changes in the total populations of their colleges' service areas [Question 7]. Slightly under 10% of the respondents foresaw a decrease in the populations of the service areas; 56% perceived the areas as stable; and 41% felt that the populations of their service areas would increase. Over 22% of the sample felt that this would be either a moderate increase (15.3%) or a great increase (8.5%).

Economic Climate in the Service Areas

Asked in Question 8 to describe the present economic climates in their college service areas, 63% of the respondents typified the climate to be "quite poor" (10%); "poor" (26%) or "somewhat poor" (27%). Thirty-eight percent of the respondents found the economic climates to be "somewhat good" (27%); "good" (7%); or "very good"; (4%). In general, not a very positive picture of the economies of the service areas with only 11% of the sample reporting the economic climate as "good" or "very good" in their service areas. Nearly half of the respondents anticipated a change in the economic climates of their colleges' service area [Question 9]. When asked in Question 10 what the most important changes in the economic climate of service areas would be, 19% of the respondents linked change to a revival in the coal and steel industries; 25% foresaw service industries employing more people than manufacturing, a growth in tourism and an aging population, an emphasis on heath care and retirement rental housing; and, 11% of the sample predicted growth in the economies of their area because of increased industrial activity, expansion of retail and wholesale trade, and expansion in the construction and transportation industries, much of this tied to oil prices holding steady, and globalization of the economy.

Over three-quarters of the sample forecast that changes in the economic climates of their colleges' service area would be positive [Question 11]. The two major reasons given for predicting positive changes in the economic climate were: (1) that tax bases in service areas were increasing and thus more funds were becoming available for public services, and (2) that economic bases were becoming more diversified. Also, it was felt that as economic conditions in general improved there would be an increased demand for the products produced in the colleges' service areas. The two potential negative changes were felt to: (1) revolve around an immediate increase in the number of low-paying jobs in service industries, a factor which would be initially negative but positive in the long run, and (2) related to the fact that several community colleges in the sample were in regions in which the economies were tied to tobacco and textiles. The changes in the economic climates of the service areas were seen [Question 12] by 20% of the respondents as increasing enrollment (but with the possibility in some cases that the growth in numbers of students would not be coupled with an increase in resources); and as tied to the increased needs of industry for new programs in the community colleges, both of which would enhance the stature of the colleges within their communities. Finally, based on answers to Question 13, on a 1 to 10 scale where 1 was "quite unadaptable" and 10 "quite adaptable" 63% of the respondents rated their institution as an 8, 9, or 10 in adapting to economic change.

Political Climate in the Service Areas

In Question 14, eighty-one percent of the respondents rated the political climate in their service areas as "somewhat good" (27%); "good" (45%); or "very good" (9%), however, nineteen percent of the sample felt that the political climate was going to change [Question 15]. Only three political changes were mentioned by more than one respondent in Question 16 and those were: (1) increased efforts to involve minorities in education, (2) more conservative funding and, (3) an increase in industrial employment in the service area. When asked whether political changes would be positive or negative, 65% responded "positive" while 22% replied "negative" [Question 17]. All responses as to what those changes would be were quite specific to service areas and no one political change was mentioned by more than one respondent [Question 18]. Asked how the political changes would affect their colleges, those who anticipated positive changes felt that financial support would improve and that capital funds would be released by the legislatures because of increased demands for the programs and services offered by community colleges [Question 19]. When asked in Question 20 to rate their colleges on adaptability to political change on a 1 to 10 scale, where 10 was quite adaptable and 1 quite unadaptable, 65.9% rated their institution " adaptable" with a 10 (9.3%), 9 (20.2%) or an 8 (36.4%).

Age Category Shifts in the Service Areas

Fifty-nine percent of the respondents believed that there would be shifts in the age categories of the populations of the college service area [Question 21]. Asked in Question 22 to describe the changes 43.4% speculated that there would

be both more older students and more students directly out of high school in the college population; that the population would become older because working age adults would be leaving the service area; and that the larger numbers of older people would bring the median age of the service area up. This aging of the population would impact in several ways on college populations. Twenty-six percent of the respondents felt that age shifts would mean an increase in the numbers of non-traditional students; 14% believed that the part-time to full-time ratio would increase; and, 9% saw increased enrollment resulting from the shifts [Question 22]. In turn, changes in the college populations would [Question 23] cause community colleges to: (1) focus on non-traditional students and extend continuing education efforts, 17.8% and (2) require increased scheduling flexibility and the adoption of alternative instructional delivery systems, 10% [Question 24]. In response to Question 25, "What will be the impact of these age shifts on student quality and access to your college?" 16.3% of the sample felt there would be no affect; 13.7% felt student quality would increase because of the older students' motivation and life experience; 17% felt that better access to the community colleges and enhanced program quality would evolve, while 5.4% felt that less-prepared students would be entering their colleges.

Racial/Ethnic Shifts in the College Service Areas

Over a quarter of the respondents indicated that there would be racial/ethnic shifts in the compositions of their service areas [Question 26]. Eleven percent perceived that these shifts would mean the enrollment of more minorities and that courses would have to be planned to attract women and minorities to traditional programs. Another 11% were specific in noting that there would be more Asian and Hispanics entering their institutions and that ethnic/racial shifts were already occurring in grades K-8 and would be felt "up the line" [Question 27]. Because of these shifts, 15% of the sample foresaw an increase in ESL, remedial English and mathematics classes, and increased efforts to incorporate remedial, tutorial and student services into incoming students' programs [Question 28]. Asked what the impact of ethnic/racial shifts would have on student quality and access, 11.6% of the respondents expected an influx of less-prepared students who had a greater need for full financial aid. These students would have to be remediated and allowed easier access to community colleges [Question 29].

Male/female Ratio shifts in the Service Areas

Twelve percent of the respondents anticipated shifts in the male/female ratios within the populations of the college service areas [Question 30]. Asked what the impact of the shifts would be on enrollment, 10.9% forecast not just an increase in female enrollment but that there would be a number of women entering who would need child care services, social support and financial aid [Question 31]. Question 32 asking what impact the male/female ratio shifts would have on subject matter, methods of instruction, and on student quality and access [Question 33] drew little response from the sample group. At most, there was some feeling that alternative scheduling and delivery systems would have to be used to meet the needs of female, single heads of households.

Potential Significant Changes in the Racial, Ethnic, Social Class, and Male-female Ratios of Student Populations

In Question 34 respondents were asked what significant changes would take place in the composition of the colleges' student bodies over the next five years, the period 1988-1993. Thirty percent off those replying felt that there would be significant changes in the student body by 1993. The six major changes were believed to be and increase in the number of minority group members (12.4%); more women in the student body (11.6%); more older students (17%); more black students (17%); more Hispanics (5.4%); and more part-time than full-time students (3.%). Changes in the student bodies mean that community colleges will: (1) need to provide more refresher and developmental courses, 6.2% ; (2) offer more alternative , flexible and individualized forms of instruction, expand course offerings, develop new delivery modes, and implement non-traditional schedules 5.4%; (3) have to move back to more traditional studies, emphasize basic education, teach English as a second language, and develop multiple methods of instruction targeted at specific college populations, 3.9%. Asked how the changes in Question 36 would impact on student quality and access to college, 3.9% replied that "students will be better prepared," 3.9% said that while access would not change dramatically, support would have to increase, and 3.9% believed that students would have an increased need for financial support. Sixty-nine percent of the respondents rated their institutions as being an 8 (23%); a 9 (30%) ; or 10 (16%) in adaptability to change. Finally, Question 39 asked those filling out the research and planning section to estimate the median age of students registered in credit bearing courses at their colleges. Sixty-one percent of the respondents placed the median age of their student bodies between 25 and 29 years of age.

II. BUSINESS OFFICER SECTION

In Question 66, business officers of the 129 community colleges were asked what percentage of the college budget came variously from federal, state, local, tuition, and private sources and from college endowments. The business officers were then asked whether the percentages of the college budget supplied by each of the sources or the mix of sources would change over the next five years—28.5% believed that the relative contributions or mix would change. The table associated with Question 68 displays the anticipated mix of budget support for the academic year 1992-93.

III. CHIEF EXECUTIVE OFFICER SECTION

In the last section of the questionnaire chief executive officers were asked to comment on their perceptions of demographic shifts in college service areas and discuss past, present, and future college missions. Forty percent of the presidents foresaw changes in the racial, ethnic, social class, age groups, or male-female rations in the in college service areas. The five major changes in predicted by college presidents were: (1) an increasingly older student body, 24.8%; (2) an increase in the ethnic/racial population, 14.7%; (3) increased numbers of women, 5.4%; (4) increased Hispanic and Asian populations, 4.7%; and (5) upward move-

ment in social class, 2.3%. Asked in Question 71 how these demographic changes would affect college enrollments the presidents predicted: (1) an increase in enrollment, 11.6%; (2) no affect on enrollment, 3.9%; (3) fewer students enrolling for entry level training but rather for retraining and upgrading of skills, 3.9%; (4) students entering who would need additional financial aid, 3.9%; (5) an increase in minority students, 3.1%; (6) more non-traditional students on campus, 3.1%; and (7) an increased number of part-time students 3.1%. As a result of changes, 76% of the college presidents predicted and increase in enrollment—5% felt enrollment would "increase greatly," 28% "increase," and 43% that the numbers would "increase slightly." The predicted percentage figures for the increase in numbers of students are given in the table associated with Question 73. Asked to rate their colleges on adaptability to demographic changes in the service area 69% rated their institution an 8 (28%), a 9 (21%), or 10 (20%) on a scale where 10 is "quite adaptable." College presidents were asked in Question 75 to complete the statement "The mission of this college is...". Fifty-seven mission statements were generated but the three mentioned with the greatest frequency were: (1) to ensure quality vocational and occupational education to meet workforce needs, 35%; (2) to serve as an information and referral center and enhance the quality of community life, 30.2%; and (3) provide lower division transfer education, 29.5%. Forty-two percent of the presidents reported a change in college mission in the prior ten years [Question 76]. Asked in Question 77 what that change in mission constituted, 7.8% of the sample replied that the mission now included an emphasis on economic development activities, 5.4% indicated that the college now offered a wider range of services, and 3.9% that there was a new focus on business and industrial trends, In addition to these three mission changes another 45 were mentioned. Thirty-seven percent of the respondents anticipated further changes in the college mission over the next ten years. In particular, 10.9% saw the mission changing to increase the colleges' ability to serve the needs of a rapidly changing technological society, accommodate student needs, meet changes within service area, and to respond to changing rural society while another 3.9% anticipated a shift back to transfer programs.

I. RESEARCH AND PLANNING OFFICER SECTION

Full time enrollment of community colleges in study

n=117

	#	%
Under 1000	47	36.4
1,000-1,999	29	22.5
2,000-2,999	15	11.6
3,000-3,999	5	3.9
4,000-4,999	1	.8
5,000-5,999	3	2.3
6,000-6,999	4	3.1
7,000-6,999	2	1.6
8,000-8,999	–	–
9,000-9,999	2	1.6
10,000-10,999	1	.8
11,000-11,999	3	2.3
12,000-12,999	2	1.6
13,000-13,999	1	.8
over 15,000	2	1.6
uncodeable	7	–

1. Is your campus in an urban, suburban or rural setting?

	#	%
rural	61	47.3
suburban	26	20.2
urban	26	20.2
main campus rural with urban center	4	3.1
urban, suburban	2	1.6
urban, suburban, exurban, rural	3	2.3
urban, suburban, rural	1	.8

2. Which category or categories best describe the immediate area around your campus?

	#	%
residential	82	63.6
agricultural	59	45.7
retail/commercial	53	41.1
industrial	34	26.4

3. What are the principal types of commercial activities in your college service area?

	#	%
Agriculture	43	33.3
Fishing	4	3.1
Mining	19	14.7
Construction	2	1.5

Manufacturing Durable goods	70	54.3
Nondurable goods	44	34.1
Wholesale trade	14	10.8
Retail trade	51	39.5
Finance, Insurance,	13	10.1
Real estate Services	52	40.3
Government	12	9.3

7a. Do you anticipate any changes in the total population of the college service area?

	#	%
yes	71	55.0
no	57	44.2
possible	1	.8

7b. Explanation of the changes in total population of service area

	#	%
Great decrease	1	.8
Moderate decrease	5	3.9
Slight decrease	6	4.7
Remain stable	56	43.4
Slight increase	24	18.6
Moderate increase	18	14.0
Great increase	11	8.5

8. How would you describe the present economic climate of the college service area?

	#	%
Quite poor	13	10.1
Poor	33	25.6
Somewhat poor	34	26.4
Somewhat good	34	26.4
Good	9	7.0
Very good	5	3.9
NA	1	.8

9. Do you foresee any any changes in the economic climate of the college service area?

	#	%
Yes	61	47.3
No	66	51.2
NA	2	1.6

10. What will be the most important changes in the economic climate of your college service area?

n=61

#	%	
24	18.6	Labor force increase in steel and coal services/Transformation from labor intensive to automation in steel and coal industries/If coal mining revives, recreation and resort industry will also
32	24.8	Services exceeding manufacturing/More tourism, retirement and health care industries/Move toward rentals, social security, self income/Aging population; more service less manufacturing/Improved agriculture/ Decline in importance of manufacturing and greater economic diversity/Growing senior citizen population/ Manufacturing plant closing/More service and data processing/From auto to more diversified industry/Decline in oil, gas industry importance/Stabilizing of farming industry
14	10.9	Economy will continue to grow and be strong/Explosive growth in area which has a higher per capita income/Increased industry and activity/ Oil prices will hold and industry will experience resurgence/Expansion in construction, transportation, wholesale trade and services/More world trade, therefore improved economics/ Increased activity and emphasis on economic level/Increasing automation
5	3.9	More development and land availability/Increase in housing construction/Rapid increase in commercial, industrial and residential/ Expanding international airport/ Relocation of firms to area, increase in twin plants/Housing construction for middle income population
4	3.1	Economic future of commercial industrial base/Any changes in commercial fishing, timber, growth in timber
4	3.1	Area is largely agricultural, outlook is improving/Cattle and grain prices have strengthened
4	3.1	Increase in high-tech and small industry/Increased effort to bring small industry
4	3.1	Declining land values/Become a depressed area due to agricultural market decrease
4	3.1	Increased employment in casinos/ Growing senior population and light manufacturing/Increase in FAA technical center jobs/Home port for U.S. Navy
4	3.1	More development and land availability/Attract large companies/Development initiatives
3	2.3	Population growth may out-strip economic growth/Labor shortage/Population increase
3	2.3	Availability of jobs/Population will stabilize/Expected rise in employment

2	1.6	College adapting to light manufacturing
2	1.6	Oil will continue to go up in price
2	1.6	Cutbacks in student aid/Employment freeze
2	1.6	Increase in youth employment and automation
1	.8	Expected modest growth
1	.8	More women in work force
1	.8	Resurgence of farm economy, diversification of industry
1	.8	Growth of suburbs toward campus
1	.8	Labor shortage/Population increase
1	.8	Gradual change
1	.8	Increasing youth unemployment, outdated methods in small industry

11. Will the changes be positive or negative?

n=59

	#	%
Positive	45	34.9
Negative	7	5.4
Both	6	4.7
Unsure	1	.8

Explanation

n=70

Negative

#	%	
10	7.8	Jobs/service region depends heavily on tobacco and textiles as mainstay of economy
9	7.0	Likely increase in job opportunities/More jobs/More money/Initially negative, eventually positive
5	3.9	Industrialization process/in area has been slow with serious problems with closing of high-tech companies. Service area will keep growing/ Initially negative, then positive
4	3.1	Increased unemployment and greater burden on social services
1	.8	Ability to raise local taxes will be severely limited
1	.8	Lower income jobs/soft income (social security)
1	.8	Student aid will decrease
1	.8	If paper industry goes, as did steel and auto, economy will be poor
1	.8	Economic conditions should worsen if agriculture market continues to be depressed

Positive

#	%	
4	3.1	Increase in tax and spending base, more funds for public services/Diversified economic base, less agricultural dependency
3	2.3	Economic conditions should improve as demand for agriculture and products increases
3	2.3	Growth in service area/the college will benefit
2	1.6	Positive, long and short term re-training and training programs will be utilized
2	1.6	Been down so far, can only go up. New initiatives in our area
2	1.6	Population growth, diversification of economy.
2	1.6	Increased spending in county and increased population
2	1.6	Positive for economy with some negative side effects
2	1.6	Increase education and income levels of residents
1	.8	Increased spending in county and increased population
1	.8	Out of state banks and insurance companies will continue to locate in area
1	.8	Attract new smokeless industries, broaden tax base, greater number of new small businesses will increase number of jobs
1	.8	New industry, more diversified services
1	.8	Farmers will get lower interest loans for crops and equipment
1	.8	Economic direction will exploit features of area as tourism
1	.8	Increased pool of students, greater percentage likely to be part-time/Diversification will benefit the college
1	.8	Increase in tax base, more funds for public services
1	.8	Growth will be positive
1	.8	Population growth, diversification of economy
1	.8	Improve property values
1	.8	Slightly improved economic climate
1	.8	Increased demand for education. Change from seasonal to year-round employment
1	.8	Increases in economic development will be realized
1	.8	Provide opportunities for continued economic growth. Unite Patterson AFB to insure continued stimulus. Small business growth, which is important for area

Positive and Negative

#	%	
2	1.6	Increase in enrollment for college/State won't be able to provide funds for college to adequately service area/The growth has already begun in some areas/Mixed
1	.8	An economy directly related to agriculture parallels rise and fall of industry
1	.8	Unemployment rate will continue to be below state and nation, reflecting semi-skilled wage scale
1	.8	Economically positive, environmentally detrimental
1	.8	Too early to tell. Growth in tourism foreseen, negative to commercial fishing and timber harvesting
1	.8	Increase of business activity will be positive and negative

12. How will these changes affect your college?

n=61

#	%	
14	16.9	Population increase will increase enrollment/Will continue to grow in numbers, but resources will diminish/Unable to predict if F.A. more available/Very favorable, increase stature in community/Student population growth, increased local taxes /Potential for increased enrollment (that is for retraining)/Employment high means enrollment high, increased needs of new industry will support development of new programs/More students and industry will emphasize more education
12	9.3	Increased enrollments and increased needs for services/Investigate and develop additional curricula in fields where new jobs are available/ Wider range of classes/ Serve changing needs thru new or expanded program offerings/New programs will be designed for local needs, training for industry/Expand services to expanding up-county population/Some programs will increase, others remain the same/ Develop new programs quickly to meet technical needs/Service related programs expanded/ Additional opportunities and programs offered
8	6.2	Additional training needs, involvement in economic development/ Need new programs to train and retrain community/Possible retraining programs developed, could increase demand for technical support programs
7	5.4	Greater need for computer training. More interaction with private industry/College more involved with economic development and business
5	3.9	Must be aware of new technologies and adjust programs accordingly/ Need to develop pre-engineering and engineering technician AA programs/Develop new programs quickly to meet technical needs/

		Service related programs expanded /Stabilize local revenue, minor adjustments in occupational-technical courses, increase in continuing education courses/Call for paraprofessional and technical programs
3	2.3	Economic recovery will enhance tax-based revenues/More revenue/Increase financial base but student competition stiffen/ Stronger economy will have a positive effect on college/Morale, increased budget authority
3	2.3	Fewer resources for tuition costs/Greatly reduce college operating funds and student funds/ When new campus completed, will have more resources
3	2.3	Drop in enrollment and student aid availability and support from business sector
2	2.3	Call for paraprofessional and technical programs
2	2.3	Computer training, more interaction with private industry/Greater need for retraining, computer training. More interaction with private industry
2	2.3	Increase in number of young, affluent and transfer students
2	2.3	Some programs will grow (business administration and health sciences)/Demand for services in area will increase
2	2.3	Should increase enrollment and staffing/Morale, increased budget authority
2	2.3	Reduction in programs, services – higher fees
2	2.3	Increase in number of young, affluent and transfer students
1	.8	Will continue to grow in numbers, but resources will diminish
1	.8	Probably keep student enrollment low over few years
1	.8	Increase financial base but student competition stiffens Stronger economy will have a positive effect on college
1	.8	Service related programs will be expanded/modified
1	.8	Very favorable, including enrollment and stature in community
1	.8	Experiencing increased requests for assistance from city government and organizations
1	.8	Call for paraprofessional and technical programs
1	.8	Agriculture majors will be able to afford to come to campus and field will become attractive again.
1	.8	Additional training needs, involvement in economic development
1	.8	Increase enrollment and provide more jobs for graduates
1	.8	More older students, economic development and applied research activities

1	.8	We are a catalyst for economic development within Economic Skill Training Center
1	.8	Improved state support
1	.8	Increased demand and expectation for post secondary education
1	.8	Added value will give college better tax base
1	.8	Tax base for millage will decline, then grow again affecting local revenues
1	.8	More older students
1	.8	Positively, curriculum will change
1	.8	Business will emphasize more education/More students and industry will emphasize more education
1	.8	Some traditional basis of support have been lost
1	.8	There are opportunities to diversify support base
1	.8	Increase full-time enrollment
1	.8	Increase part-time enrollment
1	.8	Increase local tax revenues
1	.8	Stronger economy will have positive effect on college
1	.8	Very slightly, but may allow state legislature to plan instead of operating on a crisis basis
1	.8	Some programs will increase, others remain the same
1	.8	Some traditional bases of support lost but opportunities to diversify support base
1	.8	More economic development
1	.8	Applied research activities

13. On a scale of 1 to 10 where 10 is "quite adaptable" and 1 "quite unadaptable," how would you rate your college on adaptability to economic change in the college service area?

	#	%
10 quite adaptable	15	11.6
9	26	20.2
8	40	31.0
7	24	18.6
6	9	7.0
5	5	3.9
4	4	3.1
3	4	3.1
2	0	
1 quite unadaptable	0	
NA	2	1.6

14. How would you describe the present political climate of the college service area?

	#	%
Very good	11	8.5
Good	58	45.0
Somewhat good	35	27.1
Somewhat poor	14	10.9
Poor	4	3.1
Quite poor	2	1.6
NA	5	3.9

15. Do you foresee any changes in the political climate of the college service area?

	#	%
Yes	24	18.6
No	104	81.4

16. What will be the most important changes in the political climate of your college service area?

n=24

#	%	
4	3.1	Increased industry and jobs
2	1.6	Redouble efforts at minority involvement with attention given to education
2	1.6	More conservative funding
1	.8	The "old guard" will simply die and the new generation will enter the administration
1	.8	Local senator will run for Governor and commodity and special interest groups will become more vocal
1	.8	Foresee no change/The political, regulatory, fiscal outlook (sum total of activities and trends on national, state level) is projected to lead to: 1. Continued decreases in F.A. 2. Continued political stimulus for economic growth 3. Tax law changes are expected to reduce pattern of charitable giving (possible decrease) to education
1	.8	Strengthened role of minorities leading community
1	.8	State government will concentrate more on attracting outside interests to the state, including U.S. government
1	.8	Increased design for educational services
1	.8	Increased concern regarding taxpayer support
1	.8	More impact and influence of area legislators
1	.8	Increased fiscal accountability

1	.8	Hopefully a different formula will be used to determine funding
1	.8	Anti-tax, anti-government
1	.8	State is considering removing VTAE system
1	.8	Superintendents, local school districts
1	.8	More liberal climate
1	.8	Increased financial support to higher education for its role in economic development
1	.8	The power in the state legislature during the next session will be held by members of our legislative delegation
1	.8	Polarization of ethnic groups and political issues
1	.8	Shoreline service area is comprised of several municipal entities with the balance of the area unincorporated county. Some high growth areas are discussing incorporation
1	.8	Only change is "continued change"
1	.8	Economic stability will alleviate recent decline in climate due to fiscal crunch
1	.8	More polarization of ethnic groups and political issues

17. Will these political changes be positive or negative?

n=23

	#	%
Positive	15	11.6
Negative	5	3.9
Both	1	.8
No effect	1	.8
Unknown	1	.8

18. Please explain.

n=22

#	%	
5	3.9	Uncodeable
1	.8	Negative-loss in financial aid funds will result in less access to college for "at risk" groups
1	.8	Increased leadership will reflect changing population
1	.8	Older politicians want status- quo; historical baggage won't accompany every decision
1	.8	Tough times lead to more interest in education and research
1	.8	Will broaden state industrial base and make up
1	.8	Will increase attentional focus on educational problems

1	.8	Fewer resources
1	.8	Public will come to us for educational programs
1	.8	Money for operating school, high unemployment
1	.8	A greater burden placed on local tax payers and students.
1	.8	As legislators better understand the mission of the college, they can respond better legislatively
1	.8	Increased fiscal control results in more effective utilization of resources
1	.8	The need to enter the political war for support will be removed, funding will be based on demonstrated need, as opposed to strongest lobbying group
1	.8	Anti-tax, anti-government, "let poor work for it" attitude
1	.8	Arizona, noted for its conservative "frontier" will become more urban
1	.8	Improved understanding and support for the role of the college in economic development
1	.8	The legislature is increasingly aware of the needs and potential of the college
1	.8	Elected Board of Trustees from specific wards have and will polarize and fragment the board
1	.8	Politically elected Board of Trustees from specific wards has (will) polarized and fragmented the Board

19. How will these changes affect your college?

n=21

#	%	
5	3.9	Should increase support for college
3	2.3	Capital funds are established and released by members of the legislature
3	2.3	Fewer resources and funding
3	2.3	Increased funding/General economy will improve therefore community will improve
2	1.6	Increased demand for programs and services
2	1.6	Reduction in expenditures for some performance level
1	.8	Ready to assist meeting private industry needs and implement reforms – accountability and assessment
1	.8	Reduction in expenditures for utilization purposes. Budget cuts, staff layoff could result if alternatives not found
1	.8	It will provide additional funds to help updated or upgrade existing programs
1	.8	Elections and personal political advancement will be placed before the

benefits of general student population and institution

1	.8	Offers continued challenge to help people adjust to change
1	.8	Improved transfer articulation
1	.8	Increased enrollment
1	.8	We stay out of politics or stay sensitive to constant change in the political climate
1	.8	Little effect
1	.8	Will require new and special program development
1	.8	Uncodeable

20. On a scale of 1 to 10 where 10 is "quite adaptable" and 1 "quite unadaptable," how would you rate your college on adaptability to political change in the college service area?

	#	%
quite adaptable ...10	12	9.3
9	26	20.2
8	47	36.4
7	14	10.9
6	13	10.1
5	4	3.1
4	4	3.1
3	2	1.6
2	1	.8
quite unadaptable...1	1	.8
NA	5	3.9

21. Do you foresee any shifts in the age categories of the population in the college service area?

	#	%
Yes	75	58.1
No	52	31.8
NA	2	1.6

22. What will these changes in the age categories be?

n=74

#	%	
56	43.4	More older students and more right out of high school/Population will get older, working age (25-35) will move away/Larger number of people of older Americans in the pop. due to advances in medicine, health care/Larger number of people in higher categories, smaller in lower/ Gradual increase in age overall in FT and PT students
13	10.1	18-24 years will decrease, increase in older students
9	7.0	More retraining

7	5.4	Growing 35-45 yr. category
4	3.1	Younger population Increase in K-12 population /Younger age group
2	1.6	More retirees
2	1.6	Baby boom in primary grades will increase student population
2	1.6	Number of high school graduates started declining in our area and will continue to decline
2	1.6	Uncodeable
1	.8	More older students and more right out of high school
1	.8	Those employed will represent families with young children
1	.8	Greater increase in female average age
1	.8	Demand for evening courses, increasing minority (Hispanic)
1	.8	Those of working ages 35 to 55 will move away

23. What will be the impact of these age shifts on your enrollment?

n=74

#	%	
34	26.4	Increase in older students, non-traditional/Average age will go up
18	14.0	Continue to increase PT to FT ratio/More PT fewer FT
12	9.3	Increased enrollment/Improvement
6	4.7	Slight decrease in enrollment
5	3.9	Traditionally received FTE from the 17-21 yr. group and have developed programs for their needs and interests/Lower enrollments as institution serves 18-22 yr. olds./Reduction in FTE's from credit programs/Less younger students
5	3.9	Moderate increase in non-credit continuing education
4	3.1	Possible need for evening and week-end services/Changes in locations and times of course offerings
3	2.3	Little impact
3	2.3	Uncodeable
2	1.6	Increase leisure services, increase health care programs
2	1.6	Stop-in stop-out attendance patterns
2	1.6	Increase in younger population
1	.8	Good if we adapt to demands that will change
1	.8	Increase leisure services, increase health care programs
1	.8	Changes in locations and times of course offerings
1	.8	Increased cost in student service and course offerings

#	%	
1	.8	Marginal impact
1	.8	Increase developmental offerings
1	.8	Reevaluation of delivery and support system
1	.8	Increase in short-term programs for older students
1	.8	More female enrollment

24. What will be the impact of these age shifts on subject matter and methods of instruction at your college?

n=73

#	%	
23	17.8	Focus on non-traditional adult ed., more adults continuing ed.
13	10.1	Will require more flexibility and variety of delivery systems
9	7.0	None
7	5.4	Classes scheduled for the adult learner, – weekend, compressed, evening classes
7	5.4	Little change
5	3.9	Computing, management – business related courses, secretarial and clerical
4	3.1	Adapting to a more non-traditional delivery of services
3	1.6	More TV courses, innovative instruction
3	1.6	Updating of career skills and possibly some non-credit retirement enriched programs
3	1.6	More short-term offerings
3	1.6	May move to more classes on health related subjects
2	1.6	Individual adjustment by classroom teachers to each class
2	1.6	Increase in development skills program
2	1.6	Increase in non-credit offering; decrease in credit offerings
2	1.6	More services to be offered
2	1.6	New programs will be required
2	1.6	More applied material in class, instructors will need practical experience
2	1.6	Expand convenient off-campus site programs
2	1.6	Closer working with business and industry
2	1.6	Subject matter will shift to practical concerns, (reading, writing, math, computer literacy)
1	.8	More concentration on agriculture

1	.8	Non-credit retirement enriched program
1	.8	More PT classes and instructors, expanded subject matter
1	.8	Computing, management – business related courses, secretarial, clerical
1	.8	Change to continuing education
1	.8	Unknown at this time
1	.8	Updating of curriculum based on technological changes
1	.8	Reduction of manufacturing oriented courses
1	.8	Gain in service oriented courses
1	.8	More technical courses
1	.8	Continued emphasis on state-of-the-art methods of instruction
1	.8	Clustering of curriculum programs into cluster of activity
1	.8	Expanded program offerings
1	.8	Retraining emphasis
1	.8	More focused programs and core curriculum
1	.8	More student participation in class, less lecture
1	.8	Greater emphasis on instructional technology
1	.8	Fewer 16 week courses
1	.8	More 4 hour courses
1	.8	Increased emphasis on business and computer courses
1	.8	Attention to minority needs
1	.8	More career programs
1	.8	Decrease in program offerings
1	.8	Increase in transfer students
1	.8	Increase in pre-employment vocational students
1	.8	More PT students
1	.8	Decrease transfer offerings
1	.8	More FT students
1	.8	Methodology will focus on relevance to practical work
1	.8	Increase in certificate programs
1	.8	Increase in leisure courses
1	.8	More non-credit experience will be offered

25. What will be the impact of these age shifts on student quality and access to your college?

n=70

#	%	
21	16.3	None
17	13.2	Quality will improve as older students bring increased motivation and wealth of experience
9	7.2	Need for better access (a student will focus on more specific needs delivered at a convenient time and place
7	5.4	Less prepared student (need for remedial skill update) Lower student quality in the traditional program
6	4.7	Little change
5	3.9	Quality will improve as older students bring increased motivation and wealth of experience
4	3.1	More support for older students
3	2.3	Will offer more developmental level classes
3	2.3	More heterogeneous, more students with practical and technical experience
1	.8	Simpler registration procedures
1	.8	The need to remain comprehensive will increase
1	.8	Older students have increased financial need & tend to be PT
1	.8	Tend to be PT
1	.8	Older students take fewer units per semester
1	.8	Reexamination of policies to insure access
1	.8	The need to schedule courses to meet adult responsibilities
1	.8	Wider variety of student needs
1	.8	Older students demand more and better service
1	.8	More students will be from families of average incomes
1	.8	More experienced students
1	.8	More life-long learners
1	.8	A special program to recruit, retrain old students will possibly be developed

26. Do you foresee any shifts in the racial and/or ethnic composition of the college service area?

	#	%
Yes	33	25.6
No	96	74.4

27. What will be the impact of these racial and or ethnic shifts on your enrollment?

n=33

#	%	
14	10.6	Increased number of minorities/Planning courses to attract women and minorities in traditional program
14	10.6	More Asian and Hispanic. Changes taken place in K-8 grades
3	2.3	More blacks
2	1.6	Increased recruitment and retention efforts
		More specific recruitment techniques will be needed to target population
2	1.6	Fewer minorities
2	1.6	Increased demand for ESL and the other development courses and services
1	.8	A sharp reduction of the potential population pool
1	.8	More true discrimination, more vocalization for white male rights, age discrimination will be the big issue
1	.8	Increased need for financial aid
1	.8	Planning courses to attract women and minorities in traditional program
1	.8	Minimal
1	.8	Not yet known
1	.8	Decrease enrollment
1	.8	Little increase in Hispanics unless the aspirations of Hispanic citizens rise
1	.8	Black population will remain the same or decline
1	.8	Growing ethnic population will bring an increase in enrollments of foreign speaking student

28. What will be the impact of these racial and or ethnic shifts on subject matter and methods of instruction at your college?

n=32

#	%	
15	11.6	English as second language/More ESL classes
6	4.7	None
6	4.7	Increase in black, increase for development studies
5	3.9	Remedial English and math needed/Incorporate remedial tutorial and student services as necessary
3	2.3	Focus on adult learning and greater sophistification in delivery/More flexible, innovative and relevant instruction
3	2.3	Expanded counseling and advisement
3	2.3	Little/Minimal
2	1.6	Special programs in FSI and LEP
2	1.6	Increased language skill in curriculum
2	1.6	Uncodeable
2	1.6	More courses will be added to meet needs of minority students
2	1.6	Increase courses in Spanish, bi-cultural expertise necessary
1	.8	Need for integration of basic and developmental skill with occupational education
1	.8	More emphasis on reading, writing, math and core
1	.8	More traditional studies
1	.8	Curricula of technical programs may need to be revised
1	.8	Increase in black, increase for development studies
1	.8	Method of instruction will be altered to suit the needs of unprepared students
1	.8	Faculty and administrators will have to increase their language c apability

29. What will be the impact of these racial and or ethnic shifts on student quality and access to your college?

n=32

#	%	
15	11.6	Increase in less-prepared students/Lesser quality, greater need for full financial and aid assistance even on a semi-regular basis/Need to prepare students and allow easy access
12	9.3	None
4	3.1	Greater access

2	1.6	Make special effort to recruit and retrain minorities /Reexamine marketing strategies to target minorities
2	1.6	Increase in remedial courses
1	.8	More testing before admission
1	.8	Developmental courses
1	.8	ESL courses
1	.8	Unknown
1	.8	Uneven enrollment and success patterns unless stronger counseling for transfer, and general education students
1	.8	Quality maintained
1	.8	Academic preparation will decline—student "quality" may not
1	.8	Students will be bicultural

30. Do you foresee any shifts in the male-female ratio in the college service area?

	#	%
Yes	16	12.0
No	112	87.0
Possible	1	1.0

31. What will be the impact of these male-female ratio shifts on your enrollment?

n=16

#	%	
14	10.6	More women/More returning women, more single head of households in need of child care and support and financial aid/At present the college enrollment of women exceeds men for the first time in college history
2	1.6	Uncodeable
2	1.6	More part-time
1	.8	None
1	.8	Fewer females
1	.8	Shift toward non-traditional careers

32. What will be the impact of these male-female ratio shifts on subject matter and methods of instruction at your college?

n=15

#	%	
4	3.1	None
2	1.6	Alternative scheduling, delivery methods to meet the needs of single women heads of household

2	1.6	More women
2	1.6	Additional courses to meet female needs
1	.8	More evening classes
1	.8	Methods which support self-concept
1	.8	Programs to assist displaced homemakers, single parents to transition to school and work
1	.8	Male/female ratio will approximate that of the Carnegie Commission Report
1	.8	More service oriented programs
1	.8	Possible more work study opportunities
1	.8	More women in business and computer courses
1	.8	A need for awareness
1	.8	More single heads of household
1	.8	Uncodeable
1	.8	Part-time student increase

33. What will be the impact of these male-female ratio shifts on student quality and access to your college?

n=16

#	%	
7	5.4	None, should remain the same
3	2.3	Lower quality
2	1.6	Grades will be more competitive
2	1.6	Will increase access to next generation
2	1.6	Child care availability, demand
1	.8	Women entering college may need remediation
1	.8	Access improved unless tuition is raised
1	.8	Increase in quality
1	.8	Need for better access
1	.8	Little

34. Even though there may be no racial, ethnic, social class or male-female ratio shifts in the college service area over say the next five years, will there be significant changes in the racial, ethnic, social class, or male-female composition of the student body at your college?

	#	%
Yes	39	30.2
No	89	69.0
NA	1	.8

35 What will those potential changes in your student body be?

n=40

#	%	
22	17.0	Older students/Increase in adult, middle class composition
16	12.4	Increased minorities/Increase in black population
15	11.6	More women
7	5.4	More Hispanics
4	3.1	More part time vs. full time
4	3.1	Fewer females/More males/More women in traditional male courses
3	2.3	Probably more single female and minorities and from agricultural background
3	2.3	More Asians
2	2.3	More middle age females interested in attending college
2	2.3	A comparable shift/Student body is representative of service area
2	2.3	Slight increase in traditional students due to targeted recruitment
1	.8	Same as code 4
1	.8	Increase in Mexican-American students
1	.8	Lower SES
1	.8	Increase in developmental courses
1	.8	More continued education
1	.8	More short term specific programs
1	.8	Possibly an increase in non-black population and males
1	.8	Uncodeable
1	.8	Grades will be competitive
1	.8	More single parent women
1	.8	Adult oriented
1	.8	Large proportion of international students

36. What will be the impact of these changes on subject matter and methods of instruction at your college?

n=38

#	%	
9	7.0	None
8	6.2	Need to provide refresher courses, developmental courses
7	5.4	More alternative, flexible and individualized instruction/Must expand course course offerings and delivery times/New and expanding delivery modes and non-traditional scheduling changes
5	3.9	More traditional studies/More basic education. English as a second language. Instructional programs will need to develop multi-methods of instruction targeted at specific populations
4	3.1	Need for female-oriented program offerings
3	2.3	More basic education. English as a second language/ Instructional programs will need to develop multi-methods of instruction targeted at specific populations
2	1.6	Closer intervention in early problem stages
2	1.6	More intensive support
2	1.6	Short duration programs (non-credit, certificate)
2	1.6	Must expand course course offerings and delivery times
2	1.6	Increase emphasis on the adult learner
1	.8	Close follow-up and advising
1	.8	Methods of instruction targeted at specific population
1	.8	Scheduling changes
1	.8	Split system of instruction
1	.8	More courses aimed at a bilingual population
1	.8	Increase in advanced electives
1	.8	More applied material
1	.8	Greater computer lab use
1	.8	Greater need for occupational skill upgrading/retraining
1	.8	More diverse
1	.8	More alternative, flexible and individualized instruction
1	.8	More emphasis on technical courses
1	.8	Little
1	.8	Grades more competitive

37. What will be the impact of these changes on student quality and access to your college?

n=37

#	%	
10	7.8	None
5	3.9	Students will be better prepared
5	3.9	Access should not change dramatically, although support will increase
5	3.9	Increased financial need
5	3.9	Miscellaneous and uncodeable
4	3.1	Student quality will continue to increase
4	3.1	More support mechanisms of all sorts will most probably be needed just to keep pace with needs
4	3.1	Access increased, quality maintained
4	3.1	Less prepared students
3	2.3	Need for better access
2	1.6	Non-traditional students
1	.8	Grades more competitive
1	.8	Lower educational level of incoming students and more need for financial aid
1	.8	More students with need for development studies will be admitted
1	.8	Need to present material from a more applied, practical approach
1	.8	Difficulties in access
1	.8	Higher level of motivation
1	.8	Hours will be more flexible
1	.8	Open admission policy will continue
1	.8	Politically the increased demand from minorities could "blow" the cap if funding demand is not met
1	.8	Access will be a top priority goal
1	.8	Increased discrimination
1	.8	More emphasis on marketing to H.S. minorities, non-traditional students
1	.8	Profile of students relative to age, social class and goals will change
1	.8	Little

38. On a scale of 1 to 10 where 10 is "quite adaptable" and 1 "quite unadaptable," how would you rate your college on adaptability to demographic shifts in the college service area?

		#	%
quite adaptable	10	21	16.2
	9	8	6.2
	8	29	22.4
	7	19	14.7
	6	7	5.4
	5	6	4.7
	4	4	3.1
	3	4	3.1
	2	1	.8
quite unadaptable	1	0	—

39. What do you estimate the median age of students registered in credit bearing courses on your campus to be?

Age	#	%
19	3	2.3
20	4	3.1
21	3	2.3
22	6	4.7
23	8	6.2
24	5	3.9
25	10	7.8
26	14	10.9
27	17	13.2
28	20	15.5
29	16	12.4
30	7	5.4
31	4	3.1
32	2	1.6
33	1	.8
34	2	1.6
35	2	1.6
40	1	.8
NA	4	3.1

II. BUSINESS OFFICER SECTION

66. What was the percentage of the total college budget is derived from each of these funding sources?

	Federal		State		Local		Tuition		Private		Endow	
0 funding	39	30.2	2	1.6	39	30.2	12	9.3	84	65.1	117	90.7
under 5%	38	29.5	1	.78	12	9.3	6	4.7	29	22.5	5	3.9
5–9%	22	1.7	–	–	7	5.4	12	9.3	4	5.4	1	.78
10–14%	16	12.4	–	–	12	9.3	13	10.1	5	3.9		
	Federal		State		Local		Tuition		Private		Endow	
15–19%	6	4.7	4	3.1	8	6.2	20	15,5	3	2.3		
20–24%	3	2.3	7	5.4	4	5.4	17	13.2				
25–29%	1	.78	4	3.1	8	6.2	14	10.6				
30–34%	1	.78	11	8.5	9	7.0	15	11.6				
35–39%			8	6.2	5	3.9	4	3.1				
40–44%			4	3.1	6	4.7	2	1.6				
45–49%			7	5.4	2	1.6	4	3.1				
50–54%			10	7.8	4	3.1	1	.78				
55-59%			8	6.2	6	4.7	–					
60–64%			14	10.9	–	–	–					
65–69%			9	7.0	1	.78	1	.78				
over 75%			–	–	2	1.6	3	2.3				
NA	3		3	2.3	3	2.3	4	2.1	4			

67. Do you anticipate that the percentage of the college budget supplied by each of the sources or that the mix of funding sources will change, say, the next five years?

	#	%
Yes	38	29.5
No	88	68.2
Possibly	3	2.3

68. What will the funding distribution and mix of sources be like in five years?

n=35

	Federal		State		Local		Tuition		Private		Endow	
no funding	5	14.3	2	5.7	10	28.6	3	8.6	22	62.9	–	
under 5%	15	42.9	–	–	4	11.4	2	5.7	5	14.3	31	88.6
5–9%	4	11.4	–	–	3	8.6	3	8.6	4	11.4	2	5.7
10–14%	5	14.3	–	–	1	2.9	6	17.1	2	5.7		
15–19%	1	2.9	1	2.9	1	2.9	4	11.4				
20–24%	1	2.9	1	2.9	1	2.9	4	11.4				
25–29%	2	5.7	2	5.7	5	14.3	3	8.6				
30–34%			2	5.7	3	8.6	6	17.1				
35–39%			2	5.7	1	2.9	–					
40–44%			2	5.7	1	2.9	–					
45–49%			1	2.9	1	2.9	–					

50–54%			6	17.1	2	5.7	1	2.9				
55–59%			4	11.4	2	5.7	–					
60–64%			1	5.7	–		–					
65–69%			6	17.1	–		–					
70–74%			–	–	–		–					
over 75%			2	5.7	–		1	2.9				
NA	2	5.7	3	8.6	–		3	8.6	2	5.7	2	5.7

III. CHIEF EXECUTIVE OFFICER SECTION

69. Do you foresee any changes in the racial, ethnic, social class age groups or male–female ratio in college service area?

	Freq.	Pct.
yes	51	39.5
no	77	59.9
NA	1	.8

70. What will those changes be and when will they take place?

n=51

32	24.8	An increasingly older student population
19	14.7	Increase in ethnic racial minority
7	5.7	More females
6	4.7	Increased Hispanic and Asian population
3	2.3	Increase in black population
3	2.3	Social class will move upward
2	1.6	Slight increase in female population
2	1.6	More out of H.S. 1–6 years (a gap between H.S. and college)
2	1.6	Military population growth for males, additional non-black and older students
1	.8	Slight increase in minority population over next 5 years

71. How will these changes in the demographics of the college service area affect your enrollment?

n=51

#	%	
15	11.6	Increase (positively)
5	3.9	Remain stable, won't be affected
5	3.9	Less coming for entry level training, more retraining and upgrading
5	3.9	Needs for service, lower economic resources of students

4	3.1	Increase in minority population
4	3.1	More non-traditional students on campus
4	3.1	More part-time
3	2.3	Slight decline
3	2.3	Increase slightly
3	2.3	More women
2	1.6	Concomitant increase in minority recruitment and retentionefforts
2	1.6	Age span will broaden
2	1.6	Increase part-time enrollment
2	1.6	More Hispanics
2	1.6	More second language (ESL students)
1	.8	Decline in 18-24 ages
1	.8	Enrollment will continue to grow
1	.8	In-county enrollment increase, older/more trained
1	.8	More "at risks"
1	.8	Lower retention rates
1	.8	Slight trend toward more traditional student
1	.8	College will have to work harder
1	.8	Develop additional instructional offerings
1	.8	Be more flexible to maintain enrollment
1	.8	Higher competency student
1	.8	Need to direct services to the senior citizen
1	.8	Increase dramatically if state funds meet the demand
1	.8	Will attempt to respond directly to these (female/single heads of households) special populations
1	.8	Will attempt to respond directly to these (persons of color) special populations
1	.8	More evening enrollments
1	.8	New off-campus enrollments
1	.8	More younger
1	.8	Affect curriculum, instruction and services
1	.8	Affect marketing recruiting
1	.8	More Asians
1	.8	More training

1	.8	Depressing impact
1	.8	Fewer degree seeking students

72. Will your total enrollment "increase greatly," "increase," "increase slightly," "stay the same," "decrease slightly," "decrease," or "decrease greatly" over the next five years?

n=129

	#	%
Increase greatly	6	4.7
Increase	36	27.9
Increase slightly	55	42.6
Stay the same	18	14.0
Decrease slightly	11	8.5
Decrease	1	.8
Decrease greatly	–	–
NA	2	1.6

73. By what percentage?

	Increase		Decrease	
	#	%	#	%
0	20	15.5	–	–
2	3	2.3	2	1.6
3	10	7.8	8	6.2
4	6	4.7	2	1.6
5	11	8.5		
6	2	1.6		
7	4	3.1		
8	8	6.2		
9	1	.8		
10	20	15.5		
12	4	3.1		
13	2	1.6		
15	6	4.7		
18	1	.8		
20	8	6.2		
22	1	.8		
25	7	5.4		
30	3	2.3		
40	3	2.3		
50	2	1.6		
NA	7	5.4		

74. On a scale of 1 to 10 where 10 is "quite adaptable" and 1 "quite unadaptable," how would you rate your college on adaptability to demographic shifts in the college service area?

		#	%
quite adaptable	10	26	20.2
	9	27	21.0
	8	36	28.0
	7	18	14.0
	6	8	6.2
	5	6	4.7
	4	4	3.1
	3	1	.8
	2	1	.8
	1	–	–

75. How would you complete this statement? "The mission of this college is..."

#	%	
45	35.0	Provide lower division occupational education
45	35.0	Ensure quality vocational education to meet workforce needs
45	35.0	Ensure quality technical education to meet workforce needs
39	30.0	To serve as an information, referral center. Provide community service and educational resources to the community. Enhance quality of community life
38	29.5	Provide lower division transfer education
11	8.5	Education at a reasonable price
8	6.2	Provide continuing education
8	6.2	Social enrichment/Serve the academic and cultural needs of the service area
8	6.2	Provide remedial education and developmental courses
8	6.2	Provide education for business community
8	6.2	Provide education for adults
7	5.4	To provide the first 2 years for most 4 year programs
7	5.4	Bring education to every adult in our service region
6	4.7	Meaningful career preparation
6	4.7	To provide specialized education services that are responsive to the current and future needs and interests of individuals and organizations in the service area
6	4.7	Promote economic development

5	3.9	Comprehensive community college
5	3.9	To serve as a center for lifelong learning
5	3.9	Uncodeable
4	3.1	Pre-professional studies
4	3.1	Provide individual student with the technical knowledge and skill commensurate with his ability and interests
4	3.1	Identify and serve educational and cultural needs of citizens in area to fullest extent possible
4	3.1	Provide training and retraining for industry
3	2.3	Geographically accessible and open to all motivated and qualified persons
3	2.3	Meet the needs and adaptabilities of all students regardless of age or ethnic background
3	2.3	Skill development
3	2.3	Provide opportunities for individual development/Aid student in developing his potential
3	2.3	Enrichment programs
3	2.3	High quality educational services
3	2.3	Prepare individuals for job entry, upgrading and career step progression
2	1.6	Provide student services and activities
2	1.6	Provide statewide leadership and services
2	1.6	Quality academic programs
2	1.6	Provide ordinary ed courses
2	1.6	Enhance the economic status of the individual and the state
2	1.6	Offer a variety of ed. programs which provide opportunity for individual to pursue and education consistent with the interests and capabilities and in light of education and employment demands
2	1.6	Mission attached
2	1.6	Equip student to compete favorably in highly technical and other career fields
1	.8	Provide pre-baccalaureate and 2 year technical programs to residents of region
1	.8	Low tuition
1	.8	To educate students for productive and fulfilling lives by providing opportunities for intellectual growth

1	.8	Economic mobility via educational process
1	.8	Provide non-traditional, open entry, post-secondary education
1	.8	Meet the student where he/she is educationally and help him move to where he wants to be
1	.8	Provide programs in agriculture, business
1	.8	Focus on international programs
1	.8	Provide all post-secondary education and training opportunities not otherwise provided
1	.8	Serve the educational, social and economic needs of our community
1	.8	Provide educational opportunities
1	.8	Provide quality liberal arts two year education in a distinctly Christian setting
1	.8	To help each resident to maximum development
1	.8	Create an educational environment which encourages development of intellectual, social and physical skills
1	.8	Develop rewarding personal and social patterns in the student
1	.8	Promote an appreciation for creativity in other?
1	.8	Provide cooperative programs

76. Has there been a change in the college mission over the past ten years?

	#	%
Yes	53	41.1
No	71	55.0
Unknown	1	.8
NA	4	3.1

77. What was the change in the college mission?

n=53

#	%	
10	7.8	Economic development activities emphasized
7	5.4	Offer a wider operation of services than 10 years ago
6	4.7	Stronger emphasis on vocational education and training
5	3.9	Changed focused to business and industrial trends
3	2.3	Began to serve as a leader in computer-aided technologies in two year colleges in AK with focus on CAD/CAM computer science word and information processing and robotics
3	2.3	Heightened recruiting efforts. As student population needs change, college will too

1	.8	Increase in non-traditional services
1	.8	Addition of technical courses
1	.8	Increased emphasis on matriculation and transfer needs
1	.8	More emphasis on cultural development
1	.8	Uncodeable
1	.8	Be more responsive to changing student needs
1	.8	More specific programs
1	.8	Emphasis on quality of life
1	.8	Emphasis of life-long learning
1	.8	Made more specific to address various areas in detail
1	.8	More cooperation with area high schools
1	.8	Increase in training programs for human services field

78. Do you anticipate that there will be a change in the mission of your college over the next ten years?

	#	%
Yes	46	35.7
No	77	59.7
Can't predict	3	2.3
NA	3	2.3

79. How will the mission change?

n=46

#	%	
14	10.9	Change to accommodate student needs/Increase college's ability to serve needs of a rapidly changing technological society/Meet new needs and changes within geographical area/To respond in some way to changing rural society and that impact on our population
5	3.9	Shift back to transfer programs
4	3.1	Place more emphasis on meeting the needs of adult students
4	3.1	Helping to eliminate illiteracy in the state
4	3.1	Must serve as a catalyst for economic development and better serve adults
4	3.1	Expand to include business, industrial services, community services
3	2.3	From technical college to community college
3	2.3	Uncodeable
2	1.6	Increased emphasis on training for economic development/More short-term training programs
2	1.6	Closer linkage with business and industry

3	2.3	Development of coop programs with local business
2	1.6	Fall 1984 granted permission to offer academic transfer degree program after it had been taken away in 1978
2	1.6	Increased access
2	1.6	More emphasis on industry related programs
2	1.6	More emphasis on remedial and developmental programs
2	1.6	The addition of a college transfer program
2	1.6	Increases in high tech programs
2	1.6	Shift from 2 year institution to a 2 year /4 year one, which gives the flexibility of offering associate and baccalaureate degree programs
1	.8	None stated however technology has become a stronger component of the delivery and mission
1	.8	Less emphasis on extension education
1	.8	Shift towards 2 year career enrollments
1	.8	Stronger outreach to business and community residents
1	.8	Increases colleges role and responsibility to community
1	.8	Change from comprehensive to service type college
1	.8	Focused on student body represented by area population
1	.8	Expanded arts and sciences program
1	.8	An increased emphasis in an expanded "older student" population
1	.8	Outreach to meet the needs of various age students
1	.8	Greater emphasis on quality
1	.8	Excellence in education. College has switched to selective admission policy
1	.8	Greater focus on international programs and students
1	.8	More cooperative efforts with adjacent WAVTI
1	.8	Greater enrollment in the economic and cultural life of community
1	.8	More emphasis on general education programs
1	.8	Increasing student accessed retention
1	.8	Add emphasis relative to economic development
1	.8	Meeting outreach and evening students educational needs
1	.8	Expansion of $63 million for new facilities and programs
1	.8	Adaptation to community needs
1	.8	Increase in comprehensive services